

VISION To reach every student, relative to both academics and social-emotional learning, as they prepare to be the best and most successful versions of themselves each and every day.					
MISSION To empower all students' learning through diversified and individualized instruction; addressing both the academic and social-emotional needs in collaboration with our community stakeholders: all school staff, parents, community leaders, and community members at large; in creating students who are resilient, independent, and forward thinkers.					
BELIEFS We believe all students are able to learn and become helpful members of our society. We believe all students will become independent and forward thinkers.					
ELA Growth & Proficiency		Math Growth & Achievement	Increase of Teacher Effectiveness by Using Engagement Strategies	Strengthen Positive Behavior Interventions and Supports	Cohesive and Collaborative School Culture
OBJECTIVE	Drayton Public School will increase overall literacy achievement by strengthening the frequency and quality of data-informed instructional decision-making through the use of ND A+ summative, interim, competency, and practice tests (formative). The district will implement consistent data dialogue protocols focused on ND A+ reports to ensure instruction is aligned to ND Power Standards and responsive to student performance. As a result, the percentage of students in grades 3–10 will improve who either maintain Proficiency or demonstrate substantial Growth toward proficiency on the ND A+ Summative Assessment. Growth will be defined as students not yet proficient (Novice or Approaching) who improve by more than 17 scale score points, and Proficiency will be defined as students maintaining their proficiency level or without declining more than 17 scale score points.	Drayton Public School will increase overall mathematics achievement by strengthening the frequency and quality of data-informed instructional decision-making through the use of ND A+ summative, interim, competency, and practice tests (formative). The district will implement consistent data dialogue protocols focused on ND A+ reports to ensure instruction is aligned to ND Power Standards and responsive to student performance. As a result, the percentage of students in grades 3–10 will improve who either maintain Proficiency or demonstrate substantial Growth toward proficiency on the ND A+ Summative Assessment. Growth will be defined as students not yet proficient (Novice or Approaching) who improve by more than 17 scale score points, and Proficiency will be defined as students maintaining their proficiency level or without declining more than 17 scale score points.	Drayton Public School will improve the quality and effectiveness of instruction by increasing the consistent use of evidence-based teaching strategies—including explicit instruction, active engagement techniques, and other high-impact practices—across all classrooms throughout the school year. By the end of the 36 months, classrooms will demonstrate stronger alignment to evidence-based instructional practices, resulting in more engaged learners and improved academic outcomes. Classroom walk throughs will track “active” student engagement using Marzano’s “Using Student Engagement Strategies” such that the aggregate teacher score will be greater than or equal to 2 (“developing”) by January 2027 and greater than or equal to 2.5 which is approaching “applying” by Spring 2028.	Drayton Public Schools will strengthen the consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and effective classroom management practices by establishing clear schoolwide expectations, increasing staff consistency in “Adherence to Rules and Procedures,” and improving positive student-to-student and student-to-teacher interactions. As a result, the percentage of students identified as “Disengaged” on the North Dakota Student Engagement Survey will decrease, and classroom environments will demonstrate improved consistency and structure as measured through Marzano’s Focus Teacher Evaluation Framework.	By strengthening leadership coherence, staff collaboration, and systems that support educator effectiveness and retention, Drayton Public Schools will increase staff perceptions of collective efficacy and school culture, as measured by a consistent staff survey, from a baseline estimated in Spring 2025 to at least 3.0 within 18 months (by January 2027) and at least 3.8 by Spring 2028, with progress monitored through interim staff survey results (18-month) and sustained improvements in staff perception and retention trends (36-month outcome).
	- Teachers at Drayton will be trained to use NAVVY as an assessment tool. - The school will increase the number of students recognized through PBIS for academic growth, achievement, and positive behavior. - Plan professional development focused on understanding ND A+ reports, growth definitions, and expectations for instructional response. Establish structures and expectations for regular data review cycles. - Align instructional practices, pacing, and assessment use to support sustained improvement in ND A+ summative outcomes	- Teachers at Drayton will be trained to use NAVVY as an assessment tool. - The school will increase the number of students recognized through PBIS for academic growth, achievement, and positive behavior. - Plan professional development focused on understanding ND A+ reports, growth definitions, and expectations for instructional response. Establish structures and expectations for regular data review cycles. - Align instructional practices, pacing, and assessment use to support sustained improvement in ND A+ summative outcomes	- Establish a common definition of “active student engagement” using Marzano’s Using Student Engagement Strategies and calibrate leadership team on look-fors. - Develop and pilot a walkthrough tool/rubric aligned to engagement strategies (score 0–4) with leadership + instructional coaches. - Provide targeted professional learning for teachers on 2–3 high-impact engagement strategies (e.g., academic talk, structured collaboration, questioning). - Embed engagement strategies into PLCs, including modeling, peer sharing, and review of walkthrough trends. - Adjust professional learning and coaching focus based on data (e.g., move from compliance to quality of strategies)	- Monitor student attendance and achievement in our low income subgroup. - Increase the number of students recognized through PBIS for academic growth, achievement, and positive behavior, ensuring that recognition is consistent, inclusive, and aligned with schoolwide expectations. - Utilize walkthrough data to determine professional learning around the School Culture model and PBIS. - Provide targeted professional development on student engagement and relational strategies such as “Kind and Firm” and “Connect Before Correct.”	- Staff games and activities are provided throughout the school year in the form of PD days, friendly competitions, and more (like Teacher of the Month). - Provide professional developing training to all teachers on student engagement strategies. - Implement walk-through protocol throughout the entire school building. Use data to drive professional learning and school culture activities. - Adjust professional learning and coaching focus based on data (e.g., move from compliance to quality of strategies)
	- At least 37% of students in grades 3–10 will maintain proficiency or demonstrate growth greater than 17 scale score points on the ND A+ summative. - Increase the percentage of students recognized through PBIS for growth, achievement, and positive behavior by 40% from the baseline.	- At least 45% of students in grades 3–10 will maintain proficiency or demonstrate growth greater than 17 scale score points on the ND A+ summative. - Increase the percentage of students recognized through PBIS for growth, achievement, and positive behavior by 40% from the baseline. - At least 37% of students in grades 3–10 will maintain proficiency or demonstrate growth greater than 17 scale score points on the ND A+ summative.	- Teacher observations regarding “Using Engagement Strategies” and “Help Students Process New Content” shall have an aggregate score > 2.5. - Teacher observations regarding “Using Engagement Strategies” and “Help Students Process New Content” shall have an aggregate score greater than 2.5.	- The percentage of students reporting as “Disengaged” will be less than 18%, as measured by the North Dakota Student Engagement Survey. - Aggregate score across selected Marzano’s elements (Adherence to Rules) will exceed 2.5 on Marzano’s Rubric.	The aggregate staff efficacy score will increase to at least 3.8 on a 0–5 Likert scale.
	80% of teachers demonstrate consistent use of NAVVY as an assessment tool in their classes. - Data from PBIS recognition - NDA+ data	80% of teachers demonstrate consistent use of NAVVY as an assessment tool in their classes. - PBIS data - Professional development calendar and agendas - Walkthrough data	- Marzano Focus Teacher Evaluation - Marzano Focused Teacher Evaluation - Walkthrough data - Professional development schedule and agendas	- ND Student Engagement Survey - Infinite Campus Attendance Data - Walkthrough data - Marzano Focused Teacher Evaluation	- Teacher Efficacy Survey - Walkthrough data - Marzano Teacher Focused Evaluation